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| ***St Monans Primary School and Nursery***  **Standards and Quality Report**  ***Achieving Excellence and Equity*** |

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| **Context**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)** | *School Roll – 90*  *Nursery Roll – 30 (21 in AM session and 9 in PM session)* | | | | | **FME** | *30 children* | | | | | **Attendance (%)** | **Authorised** | **3.2%** | **Unauthorised** | **2.41%** | | **Exclusion (%)** | 0% | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | £31720 | | | |   Vision: Together Everyone Achieves More  Values: Responsibility  Respect  Resilience  Aims:   * To promote positive relationships between all staff and pupils * To provide a safe, nurturing and welcoming environment * To ensure the needs of all learners are met * To provide all children with appropriate opportunities to learn. * To increase attainment for all. |

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| **Improvement for Recovery Priority Work**  **Session 2020 - 2021** | | |
| NIF Priority: Improvement in children and young people’s health and wellbeing  *To ensure the emotional well-being of all pupils*  NIF Driver | HGIOS 4 Quality Indicators  2.1 Safeguarding and child protection  2.2 Curriculum  3.1 Ensuring wellbeing, equality and inclusion  HGIOELC Quality Indicators  2.1 Safeguarding and child protection  2.2 Curriculum  3.1 Improving wellbeing, equality and inclusion | |
| **Progress:**   * Emotion works programme has been used throughout the school meaning that there is a shared language that all children can refer to. * Whole school took part in an art activity linking art to their emotions. This has been an ongoing focus for the P3 children for Term 4. * The use of novels, such as Wonder and Boy in the Girls Bathroom have supported children in exploring behaviours and emotions. * Through virtual assemblies the school values have been highlighted through weekly certificates. This helps children to understand what the values can look like in practice. * Identified children have taken part in Lego Therapy and KitBag groups. This has helped to support friendship groups among the children. * Friendly Friday introduced to support children’s social skills after returning from lockdown. This was a whole school approach which took place on a Friday afternoon. * Anxiety management resources have been used with individuals and groups. | | |
| **Impact:**   * Most children using the steps of emotions works and cogs and applying it to other learning. Most children in P4/5/6 have been able to articulate the journey that a character in a novel had gone on and relate their feelings and behaviours to the cogs. * Children are more able to take part in restorative conversations if there has been a conflict. Currently these conversations are supported by staff. * Most children are showing more empathy towards other children and are beginning to show a better understanding of other children’s behaviour. This has meant a move away from identifying children as good and bad and beginning to show an understanding of the reason behind the behaviour. This has been particularly apparent in the P4/5/6 class, who have shown a willing to think about and understand what is going on behind a behaviour. * The Emotion Works cogs are being used in more individual circumstances and individuals are more able to talk through a situation using the cogs. * Most children have a better understanding of the term resilience and what that looks like in practice. There has been a shift in children’s perspective and they are becoming more focussed on children who are not giving up rather than children who get it right all the time. Children in P6/7 are nominating children for ‘infinity and beyond’ board based on their effort and not giving up. In P4/5/6 the kindness box is linked to children who keep trying, even in a challenging situation. * When children completed the resilience toolkit assessment at the start of the year friendships was an area that there were most concerns amongst children. Friendly Friday has had a positive impact on this and almost all children are more able to play games, turn take and listen to others during these sessions. * Most of the P7 cohort are not appearing anxious regarding their move to secondary school. Most of them are showing more resilience regarding this move in comparison to previous years. * Staff observations of ‘Friendly Friday’ have identified that, although initially the children found it challenging, as the year has progressed almost all children have shown improved skills. This also continued when the children returned from the lockdown. Staff have observed, in the playground and in the classroom, that friendship groups have widened and most children are working/playing with different individuals and this is encouraging better social groupings. * Children within the nursery setting are engaging in discussions relating to emotions. The cogs have been introduced and are available in both indoor and outdoor settings. Staff use these to help support conversations with children who are facing challenges. | | |
| **Next Steps:**   * Follow up on the resilience toolkit and ensure that supports are in place if children are scoring low in a particular area. Complete the activity more often throughout the school year. * Continue the Friendly Friday activity however introduce more collaborative activities and look closely at the groupings of children. Particularly for the P6/7 children, work on collaborative tasks may help to enhance the outcome of this activity. * Look to implement peer mediators within the school. Aim for children hosting restorative conversations and being more involved in the process. | | |
| NIF Priority: Improvement in attainment, particularly in literacy and numeracy  *To ensure consistency of approaches in learning, teaching and assessment of writing*  NIF Driver | HGIOS 4 Quality Indicators  1.2 Leadership of Learning  2.2 Curriculum  2.3 Learning, teaching and assessment  3.2 Raising attainment and achievement  HGIOELC Quality Indicators  1.2 Leadership of Learning  2.2 Curriculum  2.3 Learning, teaching and assessment  3.2 Securing children’s progress | |
| **Progress:**   * Staff have worked collaboratively to bundle success criteria together to help support assessment of writing against CfE levels. * All staff have engaged in training relating to PM writing and resources have been purchased to support Learning, Teaching and Assessment. All staff are using elements of the PM writing within the classroom. * There has been more of a focus on linking the grammar teaching to the writing, this has given a clearer overview of what should be taught. * There has been an increased use of pupils using graphic organisers to help support the structure of the writing. | | |
| **Impact:**   * The use of modelled, guided and then independent writing has given children a better understanding of the expectations and the whole purpose of writing. The majority of children understand the importance of grammar, spelling and format in the final piece. The structure of writing has improved with the majority of children aware of paragraphs and formats for their writing. * More consistency across the school as everyone is using the same format, this means as children move stages they are very aware of the expectation of writing. * Most children are more confident to talk about their writing and their structure. They have a better understanding of what makes a good piece of writing and how to improve on their work**.** * Staff are more able to be explicit about exactly what is required to improve the piece of work and the majority of children are responding positively to this information. * Staff are observing that most children are more independent and know what is expected so start quicker and don’t have issues regarding what they should be writing. This is due to the clear planning process and the clear structure that is being taught. | | |
| **Next Steps:**   * Staff to have opportunities to discuss the writing lesson and ensure that there is a consistent approach to the format of the lesson. * Staff to create a rolling programme for the different types of writing to ensure that children are experiencing opportunities to create different text types. * Working collaboratively with the nursery, identify how writing is taught through play and how children in P1-3 are being supported with writing. * Ensure that moderation is taking place between classes. Ensure that time is set aside for staff to observe each other and moderate lessons and writing. * Look outward to other schools for moderation purposes. Pittenweem and Crail have been identified as possible schools to work alongside in session 2021-22. * Identify ways in which we are showcasing children’s writing across the school. Also identify ways in which writing can be shared with parents/carers. | | |
| NIF Priority: Improvement in attainment, particularly literacy and numeracy  *To ensure that digital technology is embedded across learning and teaching and is used in a consistent manner*  NIF Driver | HGIOS 4 Quality Indicators  1.2 Leadership of learning  2.2 Curriculum  2.3 Learning, teaching and assessment  3.2 Raising attainment and achievement  HGIOELC Quality Indicators  1.2 Leadership of learning  2.2 Curriculum  2.3 Learning, teaching and assessment  3.2 Securing children’s progress | |
| **Progress:**   * Teacher and pupil confidence has increased around the use of digital technology. Most children are more able to use Glow and Teams with increasing confidence. * There are more digital programmes in place to support children with additional needs and staff are more aware of the programmes that can be used to support. * Nursery staff have increased confidence in using SeeSaw to communicate with parents/carers. This is being used to ensure that communication with families remains high level, even when it is not possible to have them in the building. * Laptops sent home to families during remote learning ensure that children were able to access the learning and teaching provided during this time. * The use of Teams has allowed the school to maintain the school community through virtual assemblies and meetings. * Use of Teams has enabled classes share learning with families as work and photos can be uploaded and shared on a regular basis. * Use of Forms has enabled information to be gathered quickly and analysed. * School App is used regularly to communicate key information to parents/carers. | | |
| **Impact:**   * During remote learning there was an increase in the number of children accessing learning and there were fewer difficulties with access for families. * During remote learning there was an increase in the amount of time of direct teaching that children received. Almost all parents/carers with happy with the time that their child was receiving with their class teacher. * The use of assignments during remote learning made feedback easier for staff and pupils to access. Staff were more able to see who was accessing work and returning it. * Use of software has had a positive impact on children’s reading and spelling ages with almost all children who are using IDL having a significant increase in their ages. * SeeSaw has been used effectively in the nursery to communicate with parents/carers. Some families are beginning to upload evidence of learning at home and most families are commenting on posts made by nursery staff. * Within P6/7 children are asking to use Teams and Glow to complete their work and this is leading to more personalisation and choice for them. | | |
| **Next Steps:**   * Ensure that all families are accessing SeeSaw and Teams and engaging in their child’s learning. * Implement the use of SeeSaw from nursery to P3. * Agree how homework can be delivered through Teams and identify any access issues with this. * Investigate how the younger children can be more independent and confident in the use of digital technology.   This will be an area for continuing work next session. Karen McCormack will be leading the development work on this as she will have time out of class to support this development. | | |
| **Attainment of Children and Young People** | | |
| **Session 2020-21 CfE Declarations**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Stage** | **Reading** | **Writing** | **Listening and Talking** | **Info Handling** | **N,M,N** | **S,P,M** | | **P1** | 56 | 56 | 56 | 67 | 67 | 67 | | **P4** | 83 | 83 | 83 | 58 | 58 | 58 | | **P7** | 77 | 77 | 69 | 62 | 62 | 62 |   Through looking at the data it is evident that there is a still a requirement to look at writing. This will continue to be a priority for session 2021-22.  It is also clear from the data that attainment in numeracy has dropped and this needs to be looked at as a staff. This will be a priority for session 2021-22 and PEF money will be allocated to support this priority.  Through looking at data across the school it has also become apparent that children in P2 and P3 have gaps in learning, linked to the lockdowns. Further additional support in phonics and early number will be provided in session 2021-22 to ensure that the gaps in learning are addressed for these children. | | |
| **Evidence of significant wider achievements** | |
| * The whole school took part in a community event at Christmas to ensure that people within the community would receive a card or gift at Christmas. * P6/7 children took part in a Junior Leaders programme organised by Active Schools. This meant that they were able to lead activities with younger children. * For Remembrance Day we were unable to hold our usual activities so this year all the children in the school and nursery decorated a stone and these were taken to the memorial and laid out so that the school was part of the community Remembrance activities. * Due to limitations on singing at Christmas time the children learnt songs in sign language and these were shared with parents/carers as part of our Christmas celebrations. | |
| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** | |
| * The % of children engaging in remote learning was above 80% each week. This was an increase on the previous period of remote learning. * Children were able to access two live sessions with their class teacher each day. This gave teachers the opportunity to teach key points during the first slot and then an opportunity to give feedback and address any difficulties during the second slot. These slots were well received by parents/carers, who felt there was a clearer focus for the children. * Children with additional needs were in school and supported by PSA staff who knew them and their targets. This meant less disruption to their learning. * PSA staff working from home meant that children could be supported 1:1 and in small groups at home. This member of staff carried out phonics groups, reading groups and writing groups so children who would receive targeted support in school were able to access this at home as well. * The availability of digital devices meant that there were more children able to access learning and less requirement for children to receive printed packs of work. * The use of video calls enabled children to see each other and their class teacher which helped to keep a sense of community among the children. * It was difficult when the younger children returned and the P4 – 7 children were still learning at home. The older children felt that they weren’t part of the school and it was difficult to organise staffing for the children still coming to school and balance that with the children who were learning at home. * Staff were still finding it challenging to achieve a work life balance when working at home. Virtual meetings throughout this session have continued to be an area of difficulty as the technology does not always work and discussion doesn’t flow as it would round a table. | |
| **Impact of Local/National resources to support recovery within your setting (digital devices, additionality of staffing)** | |
| |  |  | | --- | --- | | Number of devices provided to support learning at home | 17 | | Additionality in staffing | 0.4 |  * Being able to allocate devices to families meant that more children engaged in online learning during the period of lockdown. It also meant that there were fewer children sharing devices within a family so children were able to work at the same time. * 0.2 of the additionality was to work with small groups and individuals to support in literacy and numeracy. This was across the school and children were grouped according to areas of difficulty. This did have some impact, although there were occasions where this additionality had to be used to cover classes due to staff absence. All children who were in these targeted groups made progress and were able to move on to further concepts. * The other 0.2 additionality meant that we were able to have a further 0.2 SfL teacher within the school. This enabled us to get online programmes started for children and also allowed for more individualised timetables to be devised for pupils. Again, on occasions, this additionality had to be used to cover classes during staff absence. | |
| **Attainment Scotland Fund Evaluation (PEF/SAC)** | |
| **Progress:**   * Additional PSA2 hours across the school were implemented. This enabled all classes to have timetabled PSA support to work with groups and individuals. * Resources purchased to support the learning and teaching of writing across the school. * Clicker 8, IDL, Education City and SumDog licenses purchased to be used across the school. * Online BoardMaker purchased to support learners. * Resources purchased for outdoor garden area to enable children to access outdoor learning. | |
| **Impact:**   * Additional PSA hours have meant that more children have benefitted from additional support across the school. Children have also been able to take part in Lego Therapy and KitBag sessions which has complemented the Friendly Friday activities that have taken place. PSA and teaching staff have observed better relationships between groups of children after having this input. * PSA time was allocated to meet identified needs of individual children to support their learning in school. This has meant that other children have been able to learn in a calmer environment. * Throughout the school year, and during the period of remote learning, children have been able to access the digital programmes that have been purchased. This has had a positive impact, particularly on reading and spelling ages, with almost all children having an increase in their reading and spelling ages. * Clicker 8 home licenses were sent home during remote learning so children were able to continue using the supports available to them in school. * Teaching of writing has been enhanced with the use of the PM writing resource. There is beginning to be a more consistent approach used across the school and children are responding well to the structure. * Children in P1/2 and P3 have accessed the garden area to enhance their learning. This area has been used on a regular basis throughout the school week and has enhanced the playful pedagogy approach. | |

**School/Setting Name \_\_\_St Monans Primary School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **NIF Quality Indicators (HGIOS 4) School Self- Evaluation** | | | | |
| **Quality Indicator** | **2018 - 2019** | **2019 - 2020** | **2020-2021** | **Inspection Evaluation**  *(within last 3 years)* |
| **1.3 Leadership of change** | Satisfactory | Satisfactory | Satisfactory |  |
| **2.3 Learning, teaching and assessment** | Satisfactory | Satisfactory | Good |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | Satisfactory | Satisfactory | Good |  |
| **3.2 Raising attainment and achievement** | Satisfactory | Satisfactory | Satisfactory |  |

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| **NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)** | | | | |
| **Quality Indicator** | **2018 - 2019** | **2019 - 2020** | **2020-2021** | **Inspection Evaluation**  *(within last 3 years)* |
| **1.3 Leadership of change** | Satisfactory | Satisfactory | Good |  |
| **2.3 Learning, teaching and assessment** | Satisfactory | Good | Good |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | Satisfactory | Good | Good |  |
| **3.2 Securing children’s progress** | Satisfactory | Good | Good |  |

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| **Care Inspectorate (within last 3 years)** | **Grade (if applicable)** | | |
|  | **2018 - 2019** | **2019 - 2020** | **2020-2021** |
| **Quality of care and support** | **Very Good** |  |  |
| **Quality of environment** | **Very Good** |  |  |
| **Quality of staffing** | **Not Assessed** |  |  |
| **Quality of leadership and management** | **Not Assessed** |  |  |